**Task 1. Context for Learning Information**

Provide the requested context information for the class selected for this assessment.

This format is designed to be completed electronically. Use as much space as needed to respond.

# About the school where you are teaching

1. Where are you teaching?

\_\_\_\_ Middle school \_X\_ High school

\_\_\_\_ Other (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. List any specialized features of your school or classroom setting (e.g., themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

The three 9th Grade Academy classes had a paraprofessional, Cindy.

1. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

There is shared history final for both East and West high schools, so much of the teaching is directed towards that. There are also state standards and what unit they are on to consider.

# About the subject area/course you are teaching

1. What is the name of the course you are documenting? \_9th Grade American Studies
2. What is the length of the course?  one semester X one year  other (describe) \_\_\_\_\_\_\_\_\_
3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

49 minutes everyday (except shortened schedule by ~5 minutes on Fridays).

1. Is there any ability grouping or tracking? If so, please describe.
2. Identify any textbook or instructional program you primarily use for instruction. If a textbook, please provide the name, publisher, and date of publication.
3. List other resources (e.g., SmartBoard, graphing calculators, on-line resources) you use for instruction in this class.

Smartboard and computer lab.

# About the students in the class featured in this assessment

1. Grade level composition of the class \_9th grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Number of:
   1. students in the class \_\_~19 for 3rd hour\_\_\_
   2. males \_ 11\_\_ females \_\_8\_\_
   3. English language learners \_Maybe 2 or 3 (between 3rd and 4th hours), but no services.\_\_\_

d. students identified as gifted and talented \_Maybe 1 or 2, but they are not identified or labeled as such.

e. students with Individualized Education Plans (IEPs) or 504 plans \_13 or 14 between 3rd and 4th hour (~6 for 3rd hour)\_\_\_\_

1. Complete the chart below to summarize the required accommodations or modifications for special education students or gifted and talented **students that will affect your instruction in this learning segment**. As needed, consult with your cooperating teacher to complete the chart. The first row has been completed in italics as an example. Use as many rows as you need.

|  |  |  |
| --- | --- | --- |
| **Special Education Category** | **Number of Students** | **Accommodations/Pertinent IEP Objectives** |
| *Example:*  *Learning Disability* | *Example:*  *4* | *Example:*  *Close monitoring, follow up, and Resource Room* |
| Learning Disability or on IEP  ELL  Gifted and talented | Fuller did not provide a specific number for LD, but the Academy is comprised of the bottom 1/3 of 9th graders. 13-14 are on IEPs.  1 or 2  1 or 2 | Close monitoring, follow up, seminar (instead of resource room), preferential seating, and time extensions on assignments.  No in-class services.  They are not labeled/identified, so they do not receive and special accommodations. |